

	Qualities sought in our barristers and pupils
1.	Advocacy and communication skills (written)
	(a) Clarity (<i>adopts a logical structure to documents; is able to create a chronological narrative; exercises judgment about what needs to be included in a document; is able to explain complex matters simply; emphasises the important points; formats documents so they are easy to read and understand</i>)
	(b) Persuasion (<i>engages the interest of the reader; makes statements that are backed up by evidence and principle; presents matters fairly; in an example or a case study emphasises the good points and effectively mitigates the bad points; avoids rhetoric and hyperbole</i>)
	(c) Register (<i>appreciates the intended purpose of the document and its audience and chooses content and language appropriately</i>)
2.	Advocacy and communication skills (oral)
	(a) Clarity (<i>adopts a logical structure to any oral advocacy or communication; is able to create a chronological narrative; exercises judgment about what needs to be said; is able to explain complex matters simply; emphasises the important points; monitors the reactions of others to ensure they have understood</i>)
	(b) Persuasion (<i>engages the interest of the audience; makes statements that are backed up by evidence and principle; presents matters fairly; asks questions that elicit relevant answers; in an example or case study, emphasises the good points and effectively mitigates the bad points; avoids rhetoric and hyperbole</i>)
	(c) Register (<i>shows awareness of the situation and chooses content and language appropriately</i>)
	(d) Listening skills (<i>listens to other people; allows others time to speak, does not cut other people off when they are speaking; takes time to ensure that what has been said has been understood</i>)
	(e) Cognitive flexibility (<i>able to appraise merit of what is said by others and decide whether own position needs adapting; chooses the right respects in which to adapt own position, does so attractively</i>)
3.	Factual comprehension and analysis
	(a) Assimilation (<i>is able to sort the relevant from the irrelevant; is able to comprehend an overall chronological narrative from diffuse or non-chronological data; is able to identify gaps in the information provided; is able to identify errors in the understanding of others; pays attention to detail</i>)
	(b) Volume (<i>can read and understand large volumes of data, can familiarise themselves where necessary with previously unfamiliar concepts, is able to organise a body of information to understand it in the most efficient way</i>)
	(c) Language (<i>sensitive to the precise language used and its implications</i>)
4.	Intellectual comprehension and capacity for legal reasoning
	(a) Demonstrates potential for legal research and for sophisticated comprehension of the law (<i>evidence of strong intellect is apparent; research capability is likely; interprets any texts supplied soundly; is able to identify ambiguities and gaps in such texts; any existing legal knowledge displayed is sound</i>)
	(b) Demonstrates potential in any application of principles to fact (<i>is able to say how any principle posited applies in a given factual situation</i>)

	(c) Reasoning (<i>is able to reason logically from existing principles in novel situations, is able to identify uncertainties in the application of such principles; is able to defend their conclusions; is able to form a view on the reasoning of others</i>).
5.	Judgment
	(a) Common sense (<i>grasps the merits of a given situation; understands the likely motivations and explanations for the actions of witnesses and parties in any case study; is able to see things from the viewpoint of a non-lawyer; has a good sense for the likely outcome</i>)
	(b) Practicality (<i>can formulate a plan to achieve a result; is realistic about what can be achieved in given circumstances; thinks about the real-life impact of a proposed course of action; thinks laterally and creatively about how results can be achieved</i>)
	(c) Commercial awareness (<i>understands the client's objectives in any case study; is familiar with, or shows potential for understanding how different trades, businesses and industries operate; weighs up the costs and benefits of a proposed course of action; thinks about the non-legal impact of a given course of action</i>).
6.	Organisation
	(a) Management of workload (<i>shows ability to juggle multiple obligations; prioritises tasks; meets deadlines; foresees problems that may arise and plans accordingly; anticipates clients' needs and actively seeks to meet them</i>)
	(b) Response to pressure (<i>remains calm; maintains quality of work at all times; reacts well to unexpected changes;)</i>
7.	Personal qualities and interpersonal skills
	(a) Trustworthiness (<i>keeps promises; maintains confidence</i>)
	(b) Honesty and integrity (<i>is unfailingly truthful; holds themselves to the higher standards expected of professionals; resists inappropriate pressure; ; demonstrates courage and fairmindedness</i>)
	(c) Commitment, dedication and conscientiousness (<i>cares greatly about delivering the best possible result for a client in any case study and does their very best to achieve it; cares about and contributes to the general good, or the well-being of people and organisations</i>)
	(d) Resilience (<i>shows ability to absorb setbacks in whatever form; reacts appropriately</i>)
	(e) Empathy (<i>capable of seeing things from another's point of view, e.g. clients, opponents, solicitors, judges, clerks, court staff, and takes this into account in their work</i>)
	(f) Teamwork (<i>co-operates with others, takes into account the views of others, can delegate and be delegated to, can switch between working with different groups of people</i>)
	(g) Personability (<i>engaging in whatever way their personality dictates; shows empathy, adaptability and commitment; is able to put others at ease; conducts themselves appropriately</i>)
	(h) Reflectiveness (<i>thinks about what went right and wrong; is committed to continuous improvement and professional development</i>)